

# **Christian Religion and Ethics**

## **For Rwandan Schools**

**Senior One  
Teacher's Guide**



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## FOREWORD

**Dear teacher,**

Rwanda Education Board is honoured to present Religion and Ethics Teacher's guide for Senor 1 which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Religion and Ethics. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this teacher's guide. Special gratitude also goes to lecturers, teachers, illustrators and designers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next edition.

**Dr. NDAYAMBAJE Irénée**  
**Director General, REB**

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**Joan Murungi,**  
**Head of Curriculum Teaching Learning Resource Department**

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# CHRISTIAN RELIGION AND ETHICS TEACHER'S GUIDE SENIOR 1

## PART I. General Introduction

### 1.0 About the teacher's guide

This book is a teacher's guide for Religion and Ethics Senior 1. It is designed to accompany senior two student's book and intends to help teachers in the implementation of competence-based curriculum specifically social and Religion and Ethics syllabus.

As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

### 1.1 The structure of the guide

This section presents the overall structure, the unit and sub-heading structure of Religion and Ethics content. It will help teachers to understand the different sections of this guide and what they will find in each section.

#### Overall structure

The whole guide has three main parts as follows:

#### Part I: General Introduction.

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for learners with special educational needs, active methods and techniques of teaching Religion and Ethics and guidance on assessment.

#### • Part II: Sample of a lesson plan

This part provides a sample lesson plan, developed and designed to help the teacher develop their own lesson plans.

#### Part III: Unit development

This is the core part of the guide. Each unit is developed following the structure below. The guide ends with references.

#### Structure of a unit

Each unit is made of the following sections:

- **Unit title:** from the syllabus
- **Key unit competence:** from the syllabus
- **Prerequisites (knowledge, skills, attitudes and values)**

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

#### • **Cross-cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teachers are free to take

another cross-cutting issue taking into consideration the learning environment.

- **Guidance on the introductory activity:**

Each unit starts with an introductory activity in the learner's book. This section of the teacher's guide provides guidance on how to conduct this activity and related answers. Note that learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- **List of lessons/sub-heading**

This section presents lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson / subheading is then developed.

- **End of each unit**

At the end of each unit the teacher's guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student's book.
- Additional information which provides additional content compared to the student's book for the teacher to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.
- Additional activities: remedial, consolidation and extended activities).

The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

### **Structure of each sub heading**

Each lesson/sub-heading is made of the following sections:

- **Lesson /Sub heading title 1 .....**

- **Prerequisites/Revision/Introduction:**

This section gives a clear instruction to teacher on how to start the lesson

- **Teaching resources**

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.

- **Learning activities**

This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book:

- **Exercises/application activities**

This provides questions and answers for exercises/ application activities.

## **1.2 Methodological guidance**

### **1.2.1 Developing competences**

Since 2015, Rwanda shifted from a knowledge based to a competency based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting

from teacher centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering children’s learning achievement, and creating safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learners know. Learners develop basic

competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on. .

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life. Below are examples of how generic competences can be developed in Religion and Ethics in Senior Two.

Generic competence	Examples of activities that develop generic competences
<b>Critical thinking</b>	Basing on your Christian and personal life show how the communicable attributes of God help you to live in relationship with God by: <ul style="list-style-type: none"> <li>• Drawing a lesson from your personal experience of who God is to you, then;</li> <li>• Relate your experience to the biblical message of God’s attributes.</li> <li>• Analysing a case studies</li> <li>• Describing the gender issue relating it to the Christian life and the gender issue in Rwanda.</li> </ul>
<b>Research and Problem solving</b>	<ul style="list-style-type: none"> <li>• Research using internet or books from the library</li> <li>• Propose a solution to the presented case studies</li> </ul>
<b>Innovation and creativity</b>	<ul style="list-style-type: none"> <li>• Discussing how to overcome the causes of sins</li> <li>• Proposing a solution to the problems that affect families today.</li> <li>• Choosing alternative behaviour in case of a moral problem</li> <li>• Discussing how Dawat change people’s lives?</li> </ul>
<b>Cooperation, Personal and Interpersonal management and life skills</b>	<ul style="list-style-type: none"> <li>• Work in small groups</li> <li>• Work in Medium groups</li> <li>• Work in Large group</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Learners present their findings/arguments/reports either in written or verbal form</li> <li>• Reading and listening to the Sacred Scriptures</li> <li>• Select and use appropriate formats and presentations.</li> </ul>
<b>Lifelong learning</b>	<ul style="list-style-type: none"> <li>• Exploit all opportunities available to improve on knowledge and skills. Daily reading the word of God.</li> </ul>

### 1.2.2 Addressing cross cutting issues

Among the changes in the competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are the following:

- Genocide Studies,
- Environment and sustainability,
- Gender,
- Comprehensive sexuality education,
- Peace and Values Education,
- Financial Education,
- Standardization Culture
- Inclusive Education

Some cross cutting issues may seem specific to particular learning areas/subjects but the teacher need to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in Religion and Ethics

• **Peace and values education:** the overall purpose of Religion and Ethics is the behavioral and positive attitude change in the learners. In all activities, after exploring the biblical passages, learners are helped to live and apply what they have learnt in everyday life. Precisely peace and values education is included in each and every lesson more especially in the application activities and in the end unit assessment tasks. In some units, learners are called to respect unit in diversity and to respect other people's beliefs, and to live in harmony as Children of the same Heavenly Father.

• **Gender equality:** This cross-cutting issue is dealt with in Religion and Ethics in the activities of Unit 5 about Christian family where the interdependence and complementarity of family members is highlighted. The following are other examples on how the cross-cutting issues are integrated in Religion and Ethics.

Cross-cutting issue	Examples on how to integrate the cross-cutting issue
<b>Inclusive education</b>	Involve all learners in all activities without any bias. <b>E.g.</b> Allow a learner with physical disability (using wheelchair) to take notes or lead during the assigned tasks.
<b>Gender</b>	Involve both girls and boys in all activities: No activity is reserved only to girls or boys. Boys and girls should read equally the Holy Scriptures in the classroom without discrimination. Teachers should ensure equal participation of both girls and boys during reading the Word of God and during carrying out other assigned tasks
<b>Peace and Values Education</b>	During group activities, debates and presentations, the teacher will encourage learners to help each other and to respect opinions and religious views of colleagues as well sharing values and convictions in more respectful manner. They are all the Children of the same Heavenly Father.

<b>Standardization culture</b>	All lessons involve scripture readings from which we get the moral behavior to adopt in our daily life. Students are invited to stick and stand for their values. Decision making and right use of the conscience will help them to live a standard life in matters of morality.
<b>Environment and sustainability</b>	In all lessons Learners glorify God by protecting and respecting his creatures and taking positive attitudes of the beautifying world.
<b>Financial Education</b>	Sound spirit in using Money and more especially using money for the wellbeing of others.

### 1.2.3 Attention to special educational needs

In Religion and Ethics, every learner is considered as creature of God which enjoys all rights and privileges in the classroom. When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are physically present in school and they are helped according to their learning. However, we also need to ensure that children are participating in lessons and school life, and that they are achieving academically and socially as a result of coming to school. So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children; including those with disabilities. So Teaching and learning Religion and Ethics should make a powerful contribution to learning and development of children with a wide range of learning difficulties.

### Teachers need to:

- Remember that children learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show children what they expect them to do.
- Using learner's own experiences of difficulty to explore profound concepts in Religion and Ethics.
- Build on learner's interest and activities and recognizing their intuitive responses on religious matters.
- Allowing learners to engage explicitly with learning materials through use sensory resources and personal first-hand experience where applicable.
- Vary their pace of teaching to meet the needs of each child. Some children process information and learn more slowly than others.
- Use clear consistent language and explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of positive facial expressions, gestures and body language.

- Pair a child who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the child. Both children will benefit from this strategy.
- Matching work and activities with the learner's previous experience.
- Providing imaginative experiences which arouse and sustain interests.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each child is unique with different needs that should be handled differently.

### **Strategies to help children with developmental disabilities:**

- Be patient! If you find that the child takes longer than others to learn or to do an activity, allow more time.
- Do activities together with the child.
- Gradually give the child less help.
- Value much the learner's emotional life and be patient with their attitudes in the learning process.
- Let the child do the activity with other children and encourage them to help each other.
- Divide the activity into small achievable steps.
- Appreciate every step done.
- Remember to praise and say 'Well done'

when the child learns something new or makes a strong effort.

### **Strategies to help children with physical disabilities or mobility difficulties:**

- Adapt activities so that children who use wheelchairs or other mobility aids, or other children, who have difficulty of moving, can participate.
- Ask parents/caregivers to assist with adapting furniture. E.g. the height of a table may need to be changed to make it easier for a child to reach it or fit their legs or wheelchair under.
- Encourage peer support; friends can help friends.
- Involve them in the reading the Word of God.
- Get advice from parents or a health professional about assistive devices.

### **Strategies to help children with hearing disabilities or communication difficulties:**

- Always get the child's attention before you begin to speak.
- Encourage the child to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication; use the same signs yourself and encourage other children to also use them.
- Keep background noise to a minimum.

Strategies to help children with visual

disabilities:

- Help children to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the child has some sight, ask them what they can see. Get information from parents/caregivers on how the child manages their remaining sight at home.
- Make sure the child has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that children work in pairs or groups whenever possible.

### **Adaptation of assessment strategies**

Each unit in the teacher's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

#### **1.2.4 Guidance on assessment**

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ Continuous/ formative assessment intends to improve learners' learning and teacher's teaching whereas assessment of learning/

summative assessment intends to improve the entire school's performance and education system in general.

### **Continuous/ formative assessment**

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

### **Summative assessment**

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

#### **1.2.5 Students' learning styles and strategies to conduct teaching and learning process.**

There are different teaching styles and

techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional available materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles.

There are mainly **four different learning styles** as explained below:

#### **a) Active and reflective learners**

**Active learners** tend to retain and understand information best by doing something active with it; discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.

#### **b) Sensing and intuitive learners**

**Sensing learners** tend to like learning facts; intuitive learners often prefer discovering possibilities and relationships. Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitive learners like innovation and dislike repetition.

#### **c) Visual and verbal learners**

Visual learners remember best what they see: pictures, diagrams, flow charts, time lines, films, demonstrations, etc; verbal learners get more out of words: written and spoken explanations.

#### **d) Sequential and global learners**

Sequential learners tend to gain

understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."

### **1.2.6 Teaching methods and techniques that promote the active learning**

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby learners are really engaged in the learning process.

#### **What is Active learning?**

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

#### **The role of the teacher in active learning**

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research,

creativity and innovation, communication and cooperation.

- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation).
- Actively participates and takes responsibility for their own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings.
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking.
- Draws conclusions based on the findings from the learning activities.

### **Main steps for a Religion and Ethics lesson**

All the principles and characteristics of the active learning process highlighted

above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

#### **1) Preamble/Introduction**

Introduction is a part where the teacher makes connection between the current and previous lesson or prior knowledge through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

#### **2) Dialogue/ development of the new lesson**

The development of a lesson that introduces a new concept will go through the following small steps: presentation, exploitation, and word of God, presentation of learners' findings, exploitation, and synthesis/summary and exercises/application activities, explained below:

##### **• Discovery activity**

##### **Step 1**

- The teacher discusses convincingly with students to take responsibility of their learning.
- He/she distributes the task/activity and gives instructions related to the tasks

(working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned).

## Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge.

### • **Presentation of learners' productions**

- In this episode, the teacher invites representatives of groups to presents the students' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.

### • **Exploitation of learner's productions**

- The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false.
- Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete and confirms those which correct.

### • **Institutionalization (summary/ conclusion/ and examples)**

- The teacher summarizes the learned knowledge and gives examples which illustrate the learned content.

### • **Exercises/Application activities/ Response**

- Exercises of applying processes and products/objects related to learned unit/sub-unit,

- Exercises in real life contexts,
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of a teacher is to monitor if the fixation of process and product/object being learned is well connected/linked to the main content.

## 3) **Assessment**

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, learners work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework assignment.

### **Specific approach in teaching Religion and Ethics subject**

Religion and Ethics aims at helping students to nurture spiritually and morally. It promotes positive values and attitudes which enable the youth to live together in harmony and to make good decisions. Emphasis in teaching Religion and Ethics is based on individual development and self-fulfillment. So sound moral and religious values help the youth to grow up into self-disciplined and accountable people. It helps learners to face the current social, political, religious, and economic issues affecting the world today with objectivity and good conscience. Such contemporary issues include globalization, technological development, environmental degradation,

drug and substance abuse, terrorism, gender based violence, sexual abuse and human trafficking among others.

In teaching Religion and Ethics, the teacher is expected to apply appropriate teaching methods based on the learners' experiences. The teacher should be equipped with relevant skills to enable him/her to deliver the subject contents effectively through selection of methods which aim at making teaching learner-centered and to bring about positive behaviour change as specified in the Competence Based Curriculum. The teacher should use creativity and innovativeness in whatever methods or techniques to help promote and sustain the positive change identified in the learners.

### **Life approach in teaching Religion and Ethics**

Of the proposed approach is the life approach method in the teaching of Religion and Ethics in secondary schools. Life approach is defined as starting to teach with the real and concrete and the present situation of the learners, and letting them arrive at a religious understanding of those experiences as well as applying these religious principles and teaching in the everyday life. The approach implies that God speaks to people through their situations and experience and emphasizes the use of the learners' day-to-day experiences as the basis of teaching Religion and Ethics.

Religious beliefs cannot be taught as if they were facts; they are by nature experiential (Grimmit, 1973). This calls for emphasis on the students' own experiences, needs

and interests and the need to encourage the learners to look more deeply into their feelings, acts, and experience, and to express what they discover in everyday language. This helps the learner to connect knowledge to their real day to day life experiences rather than cramming naked facts without application. This is the whole rationale of competence based curriculum.

### **Stages in the use of the Life Approach**

The following are the generally proposed stages of life approach in teaching Religion and Ethics. This may have other sub-stages in the concrete Religion and Ethics lesson in the classroom.

#### **a) Human Experience**

In this stage, the lesson begins with the teacher involving the learners in reflecting on their day-to-day experiences related to the subject matter. Activities, scenario, case studies are presented to learners in order to identify today's lesson. Its purpose is to arouse the learners' interest, attention and to stimulate his/her imagination specific to the topic of the day. This could be a scenario, questions, demonstration, interesting stories or even drama which is relevant to the lesson and to the learner's life. The teacher is expected to show how God is revealed in the experience.

#### **b) The Biblical Experience**

The teacher introduces the relevant text from the Bible and then guides the learners to read the references where applicable while giving appropriate explanation. The teachers draw some elements for the activities of the learners in the introductory

activity to the concrete lesson. This stage involves reading the word of God on the specific lesson.

### **c) Explanation**

The teacher explains the main points by use of various teaching aids to make the lesson more real, lively and interesting. Methods such as discussion, question and answer, note making, lecture can be used for in-depth comprehension of knowledge of the content necessary for application and choice of values. He also highlights explicitly the Religious particular doctrine or principles for the learners to know and understand.

### **d) Application and Response**

At this stage, the teacher tries to show the relevance of the content to the learners' lives and assesses whether the attitudinal objective has been achieved or not. Using application activities, the teacher assesses whether learners are able to match the learnt doctrine with their everyday life. In this stage learners exhibit changes or promise to changes their attitudes and values. The teachers should then uphold this change by encouraging the learners to think and apply Religious content in their lives. The teacher provides the learners with an opportunity to react and respond to the message of the lesson. Since life approach focuses on critical thinking, it

encourages interactive and participatory learning.

The teacher is required to help or stimulate the student to reflect, analyze and synthesize information and eventually apply it to their own life. Appropriate methods used are those that enhance acquisition of values such as small group discussion and valuing methods (value clarification, self-exploratory, analyzing a case study and drawing). This is very important for CBC and this is why a teacher may give an exercise that carries a similar idea/theme with the forthcoming topic/knowledge though not necessarily exactly the same. This helps the learner to connect knowledge to other areas of knowledge rather than cramming it and this is the whole rationale of Competence Based Curriculum.

### **e) Conclusion**

This is the summary of what has been covered and the teacher can ask oral questions based on the content to help consolidate the lesson or give a brief overview of what has been covered while putting emphasis on the significance of values, Religious attitudes acquired to practice in day-to-day life. The teacher highlights the key point of the lesson and helps the learners to take commitment to abide by the religious doctrine learnt.

## PART II: Sample Lesson Plan

### Template of a Competence – based Lesson Plan

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1	7/01/2016	Religious Education	Senior 1	1	3 of 15	40 minutes	35
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				2 learners with low vision 1 learner physically challenged			
Topic Area		Spiritual and moral values					
Sub-Topic Area		Spiritual growth					
Unit title		The Commandments of God					
Key Unit Competency:		To be able to justify the importance of commandments in the daily life.					
Title of the lesson		The Decalogue (The Ten Commandments)					
Instructional Objective performance criteria		Through discussions and reading out the rules of class, school and country, the learner will be able to explain what a law or rule is. Later through reading the text from the Bible (Exodus 20), the learner will be able to write down the Ten Commandments.					
Knowledge and understanding		Identify some of the rules of class, school and country.					
Skills		Using examples from the Bible, discuss effectively the Ten Commandments.					
Attitudes and Values		Using examples of the Bible, discuss how to use the Ten Commandments in the daily life.					
Plan for this Class		In the classroom.					
Learning Materials		Learner's Book, Bible, films showing the Ten Commandments, class rules, school rules, constitution.					
References		The Holy Bible (Exodus 20), Mukama K. et al - CRE Senior 1 Student's Book pages 3-10, constitution.					

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction (5 minutes)	<p><b>Introduce</b> learners into the lesson by giving them copies of the class and school rules.</p> <p><b>Conduct</b> a dialogue that introduces learners to the new lesson (Question-answer).</p>	<p><b>Sing</b> the national anthem.</p> <p>Recite the class and school rules.</p> <p><b>Respond</b> to the questions about people who disobeyed God (from the Bible).</p>	Listening skills, Communication and cooperation skills

<p>Development of the lesson (25 minutes)</p>	<p><b>Present</b> the Biblical lessons and <b>invite</b> learners to read the passage from the Bible: Exodus 20. <b>Form</b> groups, assign tasks and <b>distribute</b> materials to learners. <b>Invite</b> them to expound on the rules.</p>	<p>Read and follow carefully the passage from the Bible. Observe, analyse and interpret the rules. Each group reads the Holy Bible (Exodus 20) and attempts Activity 1.2 in the Learner's Book. Each group reports on the given papers their results after carrying out Activity 1.2.</p>	<p>Communication and cooperation. Do good and avoid evil, Comprehensive sexuality education.</p>
	<p>Facilitate the learners' presentations. Expound on their opinions from different groups.</p>	<p>Present the results from each group and thereafter, the class comments and exchanges their opinions:</p> <ul style="list-style-type: none"> <li>- You shall have no other god but Me.</li> <li>- You shall not make yourselves images of anything that is in heaven or on earth or in the water under the earth.</li> <li>- You shall not take the name of the Lord your God in vain.</li> <li>- Observe the Sabbath and keep it holy.</li> <li>- Respect your father and your mother</li> <li>- You shall not kill.</li> <li>- You shall not commit adultery.</li> <li>- You shall not steal.</li> <li>- Do not accuse anyone falsely.</li> <li>- You shall not desire another man's house; you shall not desire his wife, his slaves, cattle, donkeys, or anything else that he owns.</li> </ul>	

<p>Conclusion: -Summary (5 minutes) -Assessment (5 minutes)</p>	<p><b>Summary:</b> <b>Invite</b> learners to synthesise the whole lesson <b>Assessment:</b> <b>Ask</b> them open questions about rules and their effects. <b>Ask</b> them closed questions: choose the postcard and read the content on it. Express what to follow (rules) and what to avoid (punishment).</p>	<p><b>Identify</b> the Ten Commandments. <b>Explain</b> the Ten Commandments. <b>Suggest</b> ways of obeying the Ten Commandments in our society. <b>Respond</b> orally to the open questions. Pick one postcard from others on the floor then announce your decision, (It is a rule, I follow. Or it is not a rule, I don't follow). What would you do to follow the Ten Commandments?</p>	<ul style="list-style-type: none"> <li>• Communication,</li> <li>• Cooperation</li> <li>• Problem solving</li> </ul>
<p>Teacher self-evaluation</p>	<p>Learner identified the class and school rules. Learner read out the Ten Commandments. Learner suggested how to follow the Ten Commandments in daily life. Lesson well taught.</p>		

## PART III: Units Development

### Unit 1

## The Ten Commandments of God

Number of Periods (15)

### Introduction

In this Unit the following sections will be taught:

1. The Sinai event (the story of Moses receiving the Ten Commandments).
2. The Decalogue of Moses.
3. Categories or types of the commandments of God.
4. Importance of the Decalogue for the Israelites.
5. Importance of the Decalogue to Christians.
6. Importance of rules and regulations in the society.

### Specific Objectives

#### Key unit competence

By the end of this sub topic, the learner should be able to justify the importance of the Ten Commandments in the daily life.

#### Knowledge, skills, attitudes and values to be developed

As you teach this unit you should ensure that learners acquire the following skills, values and attitudes.

Knowledge	Skills	Attitudes and values.
Identify the Ten Commandments of God	Differentiate the categories of God's commandments.	Appreciate God's commandments in everyday life.
State the categories of the Ten Commandments.	Explain the role of the Decalogue in the Israelites life.	Show positive attitude of respecting norms and laws in the society
Outline the importance of the Ten Commandments in the society.		Provide good advice to others concerning being good and doing good in everyday life.

## **Additional information for the teacher**

This unit discusses the Ten Commandments that were given to Moses by God to pass on to the Israelites. The laws were to help them live as God's chosen people. The event took place at Mount Sinai, the same place where Moses had received God's call earlier.

The laws therefore marked a new relationship between God and His people. God promised to make the Israelites his own possession among all people to make them a kingdom of priests and a holy nation. The Israelites would enjoy these privileges only if they obeyed God. It was a conditional covenant. The Israelites also promised they would obey all that the Lord had told them.

The Ten Commandments were to shape them into the kind of people God wanted them to be so that He would accomplish His plan of salvation through them. The commandments have to be understood in relation to the values and attitudes that God expected of his people. The law of love summarises the values God expected. Emphasis is on the inner righteousness not external observance of the law.

## ***Cross-cutting issues***

In this unit, remember to highlight and sensitise to the learners on the cross-cutting issues. The issues you will tackle in this unit include: Gender and comprehensive sexuality education.

Abstinence from sex is an example of such issues which can be discussed with the learners in relation to HIV and AIDS.

Other cross-cutting issues to be dealt with include:

- i) Genocide studies.
- ii) Standardisation culture or quality principles.
- iii) Inclusivity in learning process.
- iv) Peace and moral values.
- v) Financial education and awareness.
- vi) Environmental conservation and sustainability.

## ***Links to other subjects***

This unit will link to other subjects and topics such as History of ancient Israel, citizenship, (respect of laws) Social Studies, law and the society.

## ***Assessment criteria***

Ability to justify the importance of the commandments in the daily life.

## Lesson 1

# The Sinai event (The story of Moses receiving the Ten Commandments)

Number of periods: 2

### 1.1.1 Introduction

Students are already familiar with the story of Moses and the Ten Commandments. Begin the lesson by asking them a few questions about Moses and the Ten Commandments. Share their answers with them. These were covered in Primary 4. Remind them of the points they learned through brainstorming and discussion. Use the knowledge they already have as foundation in this section.

### 1.1.2 Specific Objectives

By the end of this section, learners should be to:

- Narrate the Sinai event and how Moses communicated to the people.
- Give the importance of Mount Sinai event to the Israelites.

### 1.1.3 Preparation for the lesson

The teacher should have a wide knowledge of the Sinai event and background to the rise of Moses. He or she should prepare well in advance and must have information on how the Israelites received the Ten Commandments. It is important that students be arranged in groups of manageable numbers to share the materials equitably.

The teacher should tell the learners that following three months of their movement, the Israelites set up a camp at the foot of Mount Sinai. Moses left them to meet YAHWEH. God told Moses that He would come in a thick cloud and speak to him

in the hearing of all so that they would believe Moses. Already, God had promised to make Israel His own possession among all nations, to make them a kingdom of priests and a holy nation. If (on condition that) they would obey him. The Israelites had promised to obey all that the Lord had spoken. So Moses told the Lord what people had said. God instructed Moses to tell his people to wash their clothes and not to come near to their wives. They were also warned not to move near the boundary that marked the mountain because it was a holy place.

So Moses went down from the mountain and did as God told him.

Let the learners also know that on the third day there was thunder, lightning and a thick cloud on the mountain and the sound of the trumpet. The trumpet was so loud that all the people who were in the camp trembled.

Moses went up to Mount Sinai with Aaron and was thus given the Ten Commandments.

Read Exodus 21 to 23 on other laws. Generally, the detailed laws prescribed penalties for those who broke God's commandments like those who killed, stole and told lies. They emphasised on justice to the less privileged.

The Sinai event was important to the Israelites because it signified a new

relationship between the Israelites and God.

God made a covenant with them and gave them laws to guide them as His own people. The laws defined their responsibilities towards God and those towards their fellow Israelites and other people.

#### **1.1.4 Suggested teaching/learning materials**

The Bible, other religious books about the Decalogue, Student's Book, films on Moses receiving the commandments, ICT devices, internet and any other materials available.

#### **1.1.5 Interactive learning**

Ensure learners it in groups for discussions. They should all involved in the discussions and come up with a summary of preparations Moses and Israelites made at Mount Sinai awaiting the giving of commandments.

#### **1.1.6 Classroom arrangement**

The teacher should give learners a chance to discuss freely and air their views.

During lessons for this unit, some activities might require taking learners outside the classroom. For instance, when they are role playing ensure they are safe in a new environment.

#### **1.1.7 Suggested teaching/Learning activities**

Basing on Exodus 19 learners discuss the Sinai event.

Guide learners in role-playing how Moses went and met God on Mount Sinai, the

instructions he gave the Israelites and the preparations made.

#### **1.1.8 Suggested teaching/learning methods**

- a) Discovery
- b) Discussion
- c) Guided questions

#### **1.1.9 Cross-cutting issues**

Sensitise the learners on the cross-cutting issue(s) with the lesson. Abstinence from sex is an example of such issues which can be discussed in relation to HIV and AIDS.

#### **1.1.10 Answers to the Activities**

##### **(Activity 1.1)**

Read Exodus 19 and 20. Dramatise how the Ten Commandments were given to Moses on Mount Sinai.

The commandments of God were given to Moses on Mount Sinai. It was during the third month of their journey that God gave Moses the Ten Commandments. Before he received the commandments, Moses left the Israelites at the foot of the mountain. Then he went up the mountain to communicate with Yahweh.

#### **1.1.11 Further activities**

In Activity 1.2, learners have discussed about the Ten Commandments. Let them identify the first commandment with a promise?

Advise learners in groups to read Exodus 20 in preparation for the next sub-topic.

## Lesson 2

# The Decalogue and other Laws of Moses (Ten Commandments)

Number of Periods: 2

### 1.2.1 Introduction

At this stage the learners already know about the Ten Commandments. Begin by questions and answers. Then take them through how the Ten Commandments were given to Moses on Mount Sinai. At Mount Sinai there began the first communion of God with a group of people he had liberated from Egypt.

Exodus 20: 1-17, gives the Ten Commandments which are referred to as the Decalogue from the word ten. They represent the very words from God that were passed on through Moses to the liberated people of Israel. The commandments were meant to guide the relationship between God and the Israelites and the relationships among the Israelites themselves and with other people.

### 1.2.2 Specific Objectives

By the end of this section, the learners should be able to:

- Identify the Ten Commandments.
- Explain the meaning of each commandment.

### 1.2.3 Preparation for the lesson

The teacher should link up this section with the previous one on the Sinai event.

The teacher should have a wide knowledge of the Ten Commandments and other laws of the land. Read Exodus 20:11-17 and outline the Decalogue for ease of reference.

The Decalogue can be outlined on the basis of information given in student's book. The following is a suggested outline.

Outline of the Ten Commandments:

1. You shall have no other gods before Yahweh (Exodus 20:3).
2. You shall not make images of God and worship them (Exodus 20:4-6).
3. You shall not misuse God's name (Exodus 20:7).
4. Honour the Sabbath day and keep it holy (Exodus 20:8-11).
5. Respect/. your father and mother (Exodus 20:12).
6. You shall not kill (Exodus 20:13).
7. You shall not commit adultery (Exodus 20:14).
8. You shall not steal (Exodus 20:15).
9. You shall not bear false witness against your neighbour (Exodus 20:16).
10. You shall not covet your neighbour's wife, servant or any other property (Exodus 20:17).

Refer to the Student's Book for detailed explanation of the commandments.

### 1.2.4 Suggested Teaching/learning materials

Chalks, chalkboard, the Bible and any other relevant materials.

### 1.2.5 Interactive learning

Divide learners in small groups to discuss and present the Ten Commandments. Refer them to Activity 1.3 Ngabo and Mugabo story. Use discussions, question and answer method in this section. Involve learners to ensure that both the first and slow learners participate.

### 1.2.6 Classroom arrangement

Ensure learners are safe.

The teacher should make sure the class is well organised.

The teacher should give opportunity to learners to air what they know and also help them to discover what they do not know.

### 1.2.7 Suggested teaching, learning activities

Basing on Exodus 20: 1-17, let the learners in groups identify and discuss about the Decalogue, their application to the real life situation and then compare the Decalogue with other Mosaic laws given to Israel.

### 1.2.8 Teachings methods

- a) Discovery
- b) Guided question
- c) Group discussion
- d) Question and answer

### 1.2.9 Cross-cutting issues

Emphasise key skills, values and attitudes to be attained by the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) within the lesson. For example, the 1994 Genocide against the Tutsis can be explained under the types of commandments against killing.

Comprehensive sexuality education, can be discussed under you shall not commit adultery.

### 1.2.10 Answers to the activities (Activity 1.2)

1. Using knowledge from your previous lessons, recite the Ten Commandments.

1. You shall have no other god except me
2. You shall not make yourselves images, of anything that is in heaven or on earth or in the water under the earth.
3. You shall not take the name of the Lord your God in vain.
4. Observe the Sabbath and keep it holy.
5. Respect your father and your mother.
6. You shall not kill.
7. You shall not commit adultery.
8. You shall not steal.
9. Do not accuse anyone falsely
10. You shall not desire another man's house; you shall not desire his wife, his slaves, cattle, donkeys, or anything else that he owns

### 1.2.11 Further activities

Learners to further discuss ways in which they can apply the commandments in respect of the parents in daily life.

## Lesson 3

# Categories or types of commandments of God

Number of Periods: 1

### 1.3.1 Introduction

Learners are already familiar with the Ten Commandments. They should be guided to explain the two categories of God's commandments. The first four commandments are about the Israelites' (human beings') responsibility to God. The last six are concerned with the Israelites (our) relationships with other human beings.

### 1.3.2 Specific Objectives

By the end of this section, the learner should be able to:

- State the categories of the Ten Commandments.
- Differentiate the categories of God's commandments.
- Appreciate God's commandments in everyday life.

### 1.3.3 Preparation for the lesson

Ensure that learners already have more knowledge about the Ten Commandments. They should be able to recite these commandments one after the other. The way we relate to our fellow human beings determines our relationship with God. If we love other people the way we love ourselves we shall do God's will. We shall not break His commandments because we shall love Him even more.

Jesus summarised the Ten Commandments in the double commandment of love emphasising is on the inner law not just the

written outward laws. This point should be made clear to learners.

### 1.3.4 Suggested teaching/learning materials

Use the Bible, chalks and chalkboard for short notes, a chart showing the two types of commandments.

### 1.3.5 Interactive learning

Give learners an opportunity to brainstorm the categories and explain the basis of categorisation. Guide them to write the categories in two separate wall charts. This can be done in groups, and then displayed in the classroom.

### 1.3.6 Classroom arrangement

As a professional teacher, arrange the class in the way that allows everyone to maximize learning, make sure that those which vision, hearing impairment are seated in front. Learners with physical disability will be seated in the way that allows easy movement and participation in the class activities.

### 1.3.7 Suggested teaching/learning activities

Learners discussing the section in groups and explaining the categories. Encourage learners to ask questions if they need to. The groups outlining commandments in each category on charts.

### 1.3.8 Suggested teaching/learning methods

- a) Brainstorming

b) Group discussion

c) Guided questions and explanations

### 1.3.9 Cross-cutting issues

Peace education: The teacher emphasizes that the commandments and laws in general help people to live peacefully and uphold values in the way that they allow individuals to follow their conscience. The student will be encouraged to follow regulations, laws and commandments to enhance peace and values in school and society in general.

### 1.3.10 Answers to the activities (activity 1.2) question 2

#### 2. Discuss the Ten Commandments one by one.

1. You shall have no other god except me

- When we trust in one God we shall love him above everything else. We shall obey His commandments and set a good example to others in our society

2. You shall not make yourselves images, of anything that is in heaven or on earth or in the water under the earth.

- This commandment applies to our daily lives. We should not worship other gods but God alone. not to make and worship images of God, not worship 'modern idols' such as money or wealth, alcohol and other drugs.

3. You shall not take the name of the Lord your God in vain.

- God's name is holy and powerful. All promises made in the name of God were to

be done with honesty and truthfulness. This commandment forbids any form of abuse of God's name. 4. Observe the Sabbath and keep it holy.

- The sabbath was the sign of an irrevocable covenant between God and His people. Resurrection is considered to be the new creation. However, some Christian churches observe the Sabbath on Saturday

5. Respect your father and your mother.

- Children are expected to obey not only their biological parents but also other elders

6. You shall not kill.

- Human life is sacred because it comes from God. Nobody in any circumstance can claim the right to destroy the life of another human being.

7. You shall not commit adultery.

- People who are chaste are able to control their sexual desires. They respect their own bodies as the temple of the Holy Spirit.

8. You shall not steal.

- We are required by God to show justice towards one another. Justice promotes fairness and peace in society

9. Do not accuse anyone falsely

- Believer should be honest and teach others to practise the same in whatever situation they are in.

10. You shall not desire another man's house; you shall not desire his wife, his

slaves, cattle, donkeys, or anything else that he owns

- This commandment demands chastity and purity of the heart

### **1.3.10 *Further activities***

Learners should find out or identify Christian activities that demonstrate each of the two categories of commandments

**1.4.1 Introduction**

The Decalogue refers to the Ten Commandments that were given to Moses on Mount Sinai.

They were important to the Israelites as they maintained good relationship with God as His chosen people.

**1.4.2 Specific outcomes**

By the end of this section, the learner should be able to outline the importance of each of the Ten Commandments to the Israelites and appreciate God's commandments in everyday life.

**1.4.3 Preparation for the lesson**

Ensure that you have a wide knowledge of the Ten Commandments. Prepare an outline of the commandments on a wall chart.

It is important research for the importance of the Decalogue to the Israelites.

The laws defined man's role in the covenant union between God and Israel.

They spelt out how the Israelites were to live in relation to their God. The first four commandments emphasise on this point.

The Ten Commandments made the Israelites understand God's demand for them in relation to their salvation. They had to obey God to be saved from their enemies, suffering and sin.

The Israelites understood those commandments in light of their divine intervention to bring His people closer to Him in a special way.

They understood the revelation of the law as a gift from God.

The Commandments did contain only religious value but also moral values. They guided the Israelites on moral values that were to govern their human relationships such as honesty, respect, love, justice and fairness.

They were important because God revealed Himself to the Israelites through His commandment.

**1.4.4 Suggested teaching/learning materials**

The Bible, chinks and chalk board, wall chart with outline of commandments, student's book.

**1.4.5 Interactive learning**

The teacher should give learners opportunity to discuss about sexuality and guide their presentation in plenary.

**1.4.6 Suggested teaching/learning activities**

Guide learners in brainstorming the importance of each commandment. Make a class presentation about the importance of the Ten Commandments to the Israelites.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) in the lesson.

### **1.4.7 Suggested teaching/ learning methods**

- a) Discovery
- b) Discussion
- c) Group work

### **1.4.8 Cross-cutting issues**

The teacher emphasizes the cross cutting of peace and values education, gender equality and standardization culture. A moral person or a good person respects laws and regulations of given community of society, this helps on setting standards for his or her life, standing for his or her values in all circumstances.

### **1.4.9 Answers to the activities**

1. What lesson can you learn from the story?

- A man or woman who commits adultery is unfaithful to his or her partner.

- This can cause conflicts in families and may break up a marriage

2. How would you give advice to the unfaithful people ?

- To respect their own bodies as the temple of the Holy Spirit.

### **1.4.10 Further activities (To be added)**

As professional teacher, set additional questions that help learners to consolidate what they have learnt. Again, it is advisable to set remedial and extended questions for learners with learning difficulties and talented students.

**1.5.1 Introduction**

The Ten Commandments helped Israelites in their relationship with God and themselves. They are also very important to Christians because they promote equality, peace and harmony in the society.

**1.5.2 Specific objectives**

By the end of this section, the learner should be able to:

- Outline the importance of the Ten Commandments to Christians.
- Appreciate the importance of showing respect their parents and other elder people.

**1.5.3 Preparation for the lesson**

Ensure that you are conversant with the Ten Commandments and their relevance to Christian life. Tell the learners the importance of the Decalogue to Christians:

- Jesus did not come to change the law but to fulfill it.
- The Ten Commandments put all the people of Israel under the same law.
- They help Christians to worship and believe in one God.
- They help man to forbid the worship of idols.
- They encourage Christians to live in peace and harmony.
- They help young Christian children to respect their parents.
- The laws teach Christians to set time for worship of God to observe the Sabbath.

This also guides them on how to use leisure fruitfully.

- They teach Christians on the need for sexual purity, chastity by avoidance of sexual immorality.
- Christians learn to avoid murder, lustfulness and dishonesty (telling lies). They are encouraged to respect the right to own property and practice justice in their relationships.

**1.5.4 Suggested teaching/learning materials**

In this unit you will be required to have the Bible, chalk and chalkboard, a copy of or a set of laws of Rwanda.

**1.5.5 Interactive learning**

Arrange learners in pairs to discuss each of the commandments, highlighting its importance to Christians let them present to class their findings.

**1.5.6 Suggested teaching/learning Methods**

- a) Discovery
- b) Discussion
- c) Brainstorming

**1.5.6 Classroom arrangement**

You should ensure that the classroom is well prepared and cater for sitting arrangements of all learners including those with special needs.

For instance those with hearing challenges should sit where they can easily hear. Those

with sight challenges should sit where they can see.

Should ensure that all learners participate.

### **1.5.8 Suggested teaching and learning activities**

Brainstorm the importance of laws in general and importance of the Decalogue to Christians in particular. Refer them to Activity 1.5.

Make a class presentation about the importance of the Decalogue to Christians.

Let learners read relevant Bible verses in both the Old and New testaments.

Ensure that both slow and weak learners are attended to.

### **1.5.9 Cross-cutting issues**

The teacher emphasizes the peace and value education by encouraging them to respect rules and regulations in schools. They will realize that the importance of laws, regulations and commandments is to help people live in peace.

### **1.5.10 Answers to the activities (activity 1.4)**

**Read out the Ten Commandments as written in Exodus 20.**

1. You shall have no other god except me
2. You shall not make yourselves images, of anything that is in heaven or on earth or in the water under the earth.
3. You shall not take the name of the Lord your God in vain.

4. Observe the Sabbath and keep it holy.

5. Respect your father and your mother.

6. You shall not kill.

7. You shall not commit adultery.

8. You shall not steal.

9. Do not accuse anyone falsely

10. You shall not desire another man's house; you shall not desire his wife, his slaves, cattle, donkeys, or anything else that he owns.

**2. Classify each commandment as either one that guides our relationship with God or our relationship with ourselves and with one another.**

a. The four first commandments guide our relationship with God

b. The six last commandments guide relationship with ourselves and with one another.

### **1.5.11 Further activities**

You should prescribe other activities not prescribed above. For example, ask learners to find out ways in which a Christian can use the Sabbath Day to serve God.

Emphasise key skills, values and attitudes to be attained at the end of the section. Also sensitise the learners on the cross-cutting issue(s) within the lesson.

**1.6.1 Introduction**

Apart from the Ten Commandments, God gave Moses other laws.

The other laws were meant to improve the relationship among the Israelites. They were also to ensure that they lived a pure life before God. For instance, they were to eat ritually clean foods. You need to find out the other laws and how they were applied.

**1.6.2 Specific Objectives**

By the end of the section the learner should be able to:

- Identify other laws given to Moses apart from the Ten Commandments.
- Compare the Decalogue with the other commandments of God (Mosaic Law).

**1.6.3 Preparation for the lesson**

The teacher should have a deep knowledge of the Decalogue and other Mosaic laws. Read Exodus 21 – 23 for details.

They include the following:

1. Make an altar for God and sacrifice on it burnt offerings.
2. Do not make altar with dressed stones.
3. Anyone who strikes a person should be put to death.
4. Do not put altar of steps or your private parts will be exposed.
5. Anyone who attacks his father or mother should be put to death.
6. If anyone uncovers a pit or dig one and fails to cover it and an ox falls in it he should be forced to pay for it.

With the knowledge of the Ten Commandments, compare the Mosaic laws and the Ten Commandments. Let the learners get the difference between the two.

**1.6.4 Suggested teaching/learning materials**

In this section, you will be required to have the Bible, chalks and chalkboard.

**1.6.5 Interactive learning**

Guide learners in brainstorming the Mosaic Laws. They should debate some of the laws with the teacher's guidance. Let the learners compare them with the Ten Commandments. The spirit behind the Decalogue is reconciliation not vengeance as Mosaic Laws. Guide learners in Activity 1.6.

**1.6.6 Suggested teaching /learning activities**

Make a class presentation about the Mosaic laws. Let learners read the Bible especially in Exodus 21 – 23.

**1.6.7 Suggested teaching/learning methods**

Observation and think , pair share).

**1.6.8 Safety measures**

Should ensure that that the class room is well arranged to facilitate teacher learner interaction.

Emphasise the key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the

cross-cutting issue(s) with the lesson. These include human sexuality, HIV and AIDS, peace education as opposed to vengeance, genocide in Rwanda – peace and reconciliation, not vengeance, can heal the wounds.

### **1.6.9 Cross-cutting issues**

The teacher emphasizes the peace and value education by encouraging them to respect rules and regulations in schools. They will realize that the importance of laws, regulations and commandments is to help people live in peace. Avoid doing bad and encouraging others to be morally upright.

### **1.6.10 Answers to the activities (activity 1.5 )**

#### **Basing on the meaning of each commandment, discuss how the commandments help Christians in their lives.**

- The Ten Commandments help Christians to live in harmony with fellow human beings.
- The Ten Commandments help man to worship and believe in one God

### **1.6.11 Further activities**

The teacher should prescribe other activities for consolidation, remediation to support multi ability learning

## 1.7.1 Introduction

Rules and regulations are important in any society. They promote peace, harmony and justice. Rules protect the individual rights. When people observe rules those in business can produce and supply goods peacefully hence economic development. Without rules there would be disorder or chaos in society as each person would do whatever they choose.

## 1.7.2 Specific objectives

By the end of this section, the learner should be able to state the importance of rules and regulations in society and how to abide by them.

## 1.7.3 Preparation for the lesson

Learners may carry with their copies of school rules and regulations or the national constitutions. You should ensure that children sit in a way they can listen to each other since they will have to discuss and brain storm the section.

## 1.7.4 Suggested teaching/learning materials

These include Student's Book, the Bible, a copy of school rules and regulations and any other relevant material.

## 1.7.5 Interactive learning

Let learners discuss in small groups the school rules, consequences of breaking them and their importance. Guide them in presenting the role of rules in the society after discussion.

**1.7.6 Classroom arrangement** (teacher should have effective approaches to encourage learners to be a good citizen)

## 1.7.7 Teaching /learning activities

Link this section with the previous one for learners to note the continuity. Discuss in groups the importance of rules and regulations in their society.

## 1.7.8 Suggested teaching/learning methods

- a) Discovery
- b) Discussion
- c) Brainstorming

## 1.7.9 Cross-cutting issues

Peace and values Education: The teacher encourages student to live peacefully in school and at home by respecting regulations. Commandments of God help us to be in peace with God our Creator.

## 1.7.10 Answers to the activities (activity 1.6)

**1. Explain the reason why the school had high hopes in Mihigo and Mugwaneza.**

- Mihigo and Mugwaneza were athletes in their school. They both made their school proud whenever there were competitions. Their school always hired a coach when they won competitions and proceeded beyond the District level. The school used a lot of resources to train them

## **2. The school head was right to congratulate Mihigo. Explain**

- Yes He has right to congratulate Mihigo.  
Because He broke a rule, By trying to hold his colleague's hand,

### **1.7.11 Further activities**

You should give an activity to enrich fast learners and give more opportunity to slow learners to discover other details for themselves.

## 1.7.12 Answers to Unit Assessment

1.
  - i.) Respect your father and mother
  - ii.) You shall not kill
  - iii.) You shall not commit adultery
  - iv.) You shall not steal
2. Yes
  - a. The commandments were important to Israelites because they defined man's role in the covenant union.
  - b. The Ten Commandments made them understand God's demands of them in relation to their salvation.
  - c. The Israelites regarded them very seriously because they were instructions to their ancestors. They guided them on how to live either faithfully or unfaithfully. In each case there were repercussions.
  - d. The Israelites understood these commandments in light of their divine election. They indicated that they were special people having a special relationship with God.
3. During the Sinai event God made Israelites His chosen people.

The Israelites promised to obey God and follow His commandments.
4.
  - i) The Ten Commandments helps man to worship and believe in one God it forbids the worship of idols or any other god.
  - ii) Jesus Christ advised that the law should not enslave man. Man should find freedom from the law. He therefore stressed that the Sabbath was made for good of man but not man for Sabbath and that fasting should have its own place.
  - iii) The Ten Commandments help Christians to live in harmony with fellow man and condemn killing of fellow man and put God as the author of life.
  - iv) During his earthly life Jesus lived with his parents at Nazareth and he obeyed them this implied that he obeyed the fourth commandment. Christian children must henceforth respect their parents.

# Unit 2

## The Christian life and values

Number of lessons (15)

### Introduction

This unit deals with Jesus' life mission, death and resurrection. It contains the following sections:

- Jesus as the centre of Christianity (birth life, mission, death and resurrection)
- Duties of a Christian
- Rights of a Christian
- The importance of Christianity (good lifestyle, social actions, values)

### Key unit competence

By the end of 10 lessons, justify the importance of Christianity in the society. The learner should be able to live a Christian life in society and manifest good behaviour.

### Knowledge, skills, attitudes and values to be developed

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes.

General competencies include communication, critical thinking and problem solving.

### Specific Objectives

Knowledge	Skills	Attitudes and values.
State main events in the life of Jesus as the Messiah and Saviour.	Describe the life of Jesus as the Saviour of humanity.	Appreciate Jesus' life and mission as the Messiah and the Saviour
Identify the duties of a Christian.	Show the difference responsibilities of a Christian.	Manifest Christian values in daily life.
Outline the main facts showing the importance of Christian life for individual as well as for the society.	Justify the importance of Christianity to individual as well for the society.	Appreciate the importance of Christianity in the society.

**Additional information for the teacher**

This topic covers the life mission, death and resurrection of Jesus as the Messiah and saviour. The teacher is expected to have a wide knowledge in this area. To understand the Messiahship of Jesus, you have to refer to the Old Testament prophecies about the Messiah.

**Cross-cutting issues**

In this unit cross-cutting issues are Comprehensive sexuality education, Genocide Studies, Inclusive education and Gender education. For instance, they should understand that God created male and female with a purpose of worshipping him. Peace and values education. Christianity emphasises peaceful coexistence.

**Other cross cutting issues include:**

- i) Standardisation culture or quality principles.
- ii) Inclusivity in learning process.
- iii) Financial education and awareness.
- iv) Environmental conservation and sustainability.

**Links to other subjects**

This unit can be linked to other subjects such as History and Citizenship.

**2.1.1 Introduction**

The Old Testament presents Jesus as the promised Messiah who will come from the house of King David. The birth of Jesus is a fulfillment of the Old Testament prophecies. The main events in the life of Jesus are:

- The birth of Jesus
- The baptism of Jesus
- Calling of the twelve
- Sermon on the mountain
- Fasting and praying
- Miracles
- Parables
- Death, crucifixion and resurrection

**2.1.2 Specific objectives**

By the end of this section, the learner should be able to state the main events in the life of Jesus from his birth, mission to his death and resurrection. The learner should be able to describe the life of Jesus as the Messiah and Saviour. The learner should be able to appreciate Jesus' life and mission as the Messiah and Saviour.

**2.1.3 Preparation for the lesson**

Read widely the prophecies about the Messiah in the Old Testament as well as the gospels which tell us the story of Jesus. It is important to get some specific Bible references which you can refer learners to. The syllabus does not provide any so you have to guide them.

**2.1.4 Suggested teaching materials**

The Bible, Student's Book, movie, holy pictures, English dictionary and library references.

**2.1.5 Interactive learning**

Organise learners to role play or dramatise some events in the life mission, death and resurrection of Jesus. Guide them to discuss after the presentation.

**2.1.6 Classroom arrangement**

Teacher should emphasize on class arrangement which help learners to feel free and become peacemakers)

**2.1.7 Suggested teaching learning activities**

Basing on the passages of Holy Scriptures of the New Testament and on watched movies on the life, mission death and resurrection of Jesus, the learners will discuss in small groups about the main message and values of Christianity. You should also guide them in discussing Activity 2.1 and Activity 2.2. Values of Christianity should be defined clearly such as love, honesty, responsibility, perseverance, respect, generosity and faith in God.

**2.1.8 Suggested teaching/learning methods**

You are advised to use these methods among others; discovery, discussion, drama and brainstorming.

### 2.1.9 Cross-cutting issues

Peace and value Education: The teacher emphasizes that a true Christian or a believer is characterized by living peacefully with others. This will encourage student to follow in the footsteps of Jesus the Saviour of humanity.

### 2.1.10 Answers to the activities (2.1 ; 2.2 and 2.3 )

**Read Matthew 2:1-6; 1:21-23. Based on what you have read, discuss in groups about the main message and values of Christianity.**

- This passage tells us about the birth of Jesus, the Messiah prophesied in the Old Testament. the Messiah would come from the house of King David. He would be born of a virgin. He would save people from sin and perform miracles.

#### **Activity 2.2**

**1.State two similarities in the birth of Gasore’s baby with the birth of Jesus.**

- Ingabire developed labour pains. there were ululations from other mothers present that signified the birth of a baby girl

- Relatives from the two families both from Ingabire and Gasore came together to thank God for the child. They brought gifts of food, clothing and animals

**2. Identify two differences between the birth of Gasore’s baby and the birth of Jesus.**

- The baby was treated with a necklace that could protect her from people with evil eyes.
- An old grandmother who was a well known village midwife was called.

#### **Activity 2.3**

**Recite this verse:**

The angel said to her, ‘Don’t be afraid, Mary; God has been gracious to you. You will become pregnant and give birth to a son and you will name him Jesus. He will be great and will be called the Son of the Most High God.’ Luke 1:30.

### 2.1.11 Further activities

Let learners role play about Jesus’ birth. Ensure that weak learners participate as well.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

**2.2.1 Introduction**

The duties of a Christian are found in Jesus' teachings. The teaching on requirements of discipleship gives good information on the duties. Define the term duty to enable learners understandable this section.

**2.2.2 Specific objectives**

By the end of this section, the learner should be able to:

- Identify the duties of a Christian.
- Show different responsibilities of a Christian.
- Manifest Christian values in daily life.

**2.2.3 Preparation for the lesson**

You should have a wide knowledge about Christian duties and values. They include:

- A Christian is required to have courage, energy and reverence.
- Should help the needy and have pity for the unfortunate.
- Should participate in Christian activities and celebrations.
- Should respect state rules and laws.
- A Christian is demanded to praise, worship, pray and give thanks to God.
- Should be careful about what he or she says and does.
- Should be peaceful and strive to make and maintain peace in society.
- Must follow the example of Jesus be simple, forgiving, meek and humble.

**2.2.4 Suggested teaching/learning materials**

The Holy Bible, movies and students books, case studies on duties of a Christian.

**2.2.5 Interactive learning**

Guide learners in discussing Activity 2.13. The teacher should involve the learners as much as possible through activities such as dramatisation, discussion and guided questions allow learners to ask each other questions. Learners can also tell stories about cases they have observed or experienced.

**2.2.6 Classroom arrangement**

Ensure learners are safe especially if they are visiting the needy outside the school compound. Ensure they maintain good relations with the neighbours, that is, they should show a good character of the school.

**2.2.7 Suggested teaching/learning activities**

Based on the passage of Holy Scriptures of the New Testament and on a movie on the life, mission death and resurrection of Jesus, the learners will discuss in small groups about the main message and values of Christianity. Guide them on discussion of case studies.

**2.2.8 Suggested teaching/learning methods**

Discovery, drama, discussion and brainstorming, case studies, storytelling based on personal experiences or observations.

### 2.1.9 Cross-cutting issues

Peace and value Education: The teacher emphasizes that a true Christian or a believer is characterized by living peacefully with others. This will encourage student to follow in the footsteps of Jesus the Saviour of humanity.

### 2.2.10 Answers to the activities (2.4 and 2.5 )

#### Activity 2.4

**Dramatise how baptism is conducted in your church.**

There are two forms of baptismal rite.

1. Immersion in water: This is where one is completely submerged in water. This type of baptism is common among Pentecostal churches and the Seventh Day Adventist.
2. Pouring of water: This is also called infusion. The one administering baptism pours water on the face or forehead. He or she makes a symbol of the cross as they pour water. This is mainly practised in the Roman Catholic Church

### Activity 2.5

**Ntwali does not need to be employed by the government. Explain.**

Yes, he does not need to be employed by the government, because after finishing Senior Four, Ntwali developed the club into an Environmental Protection Movement. Soon the government started funding projects with the movement. Later, the movement spread throughout the country and to the neighbouring countries. Ntwari has created jobs himself.

#### 2.1.11 Further activities

Guide learners to organise for a visit to a children's home to assist them with cleaning, washing and cooking.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

**3.3.1 Introduction**

Define rights, giving examples from the Rwandan Constitution. Rights go hand in hand with duties. It is a citizen's duty to respect the rights of others.

**3.3.2 Specific objectives**

By the end of this section, the learner should be able to tell the rights of a Christian. They should also manifest Christian values in daily life.

**3.3.3 Preparation for the lesson**

The teacher should have a wide knowledge about Christian rights and values. The right of a Christian is the same as those of other citizens. They include:

- Right to freedom of conscience and thinking.
- Right to condemn any bad acts by the state individual and church leaders.
- Right to be heard in legal way.
- Right to work for the state and government.
- It is important to note that as Christian exercise their rights and freedoms they should seek God's guidance as wisdom comes from God.

**3.3.4 Suggested teaching and learning materials**

The Bible, Student's Book, chalks and chalk board.

**3.3.5 Interactive learning**

Ensure learners have adequate chance to brainstorm on the knowledge they have about human rights, define rights and give examples of child rights. Let them discuss in groups and make presentations in class.

**3.3.6 Classroom arrangement**

When learners are taught about their rights, let them be aware that there is a limit to rights. For instance, one's right should not affect the other person's life negatively.

**3.3.7 Suggested teaching/learning activities**

Discuss in groups the rights of a Christian. Learners to give examples of child rights. Guided questions will help clarify issues they have discussed.

**3.3.8 Suggested teaching/learning methods**

- a) Discovery
- b) Discussion
- c) Debate
- d) Brainstorming

**2.3.9 Cross-cutting issues**

Peace and values education is emphasized in the sense that respect for other people's rights is fundamental in Christianity. Again, the teacher emphasizes the inclusive education and gender equality in the society.

### 2.3.10 Answers to the activities (2.6 ;2.7;2.8;2.9;2.10;2.11;2.12)

#### Activity 2.6

List the names of the other disciples of Jesus Christ.

Simon, Andrew, James, John, Philip, Bartholomew, Thomas, Matthew, James, Thaddaeus, Simon and Judas Iscariot.

#### Activity 2.7

Look at the picture above.

1. Describe two things that took place during the meeting between Jesus and his followers.

- Miracles : multitudes followed him because many people were healed different diseases .
- Teachings : multitudes followed him because they wanted to listen to his teachings

2. Identify at least six Christian values in Matthew 5-7.

- Poverty in spirit.
- Mourning for one's sins.
- Hunger and thirst for righteousness.
- Mercifulness.
- Purity of heart.
- Peace makers

3. What promises did Jesus give to: the merciful, pure in heart and peace makers?

- Blessed are the merciful, for they shall obtain mercy.
- Blessed are pure in heart, for they shall

see God.

- Blessed are the peacemakers, for they shall be called children of God

#### Activity 2.8

From the Bible read Matthew 6: 9-13. Recite what you have read.

- Jesus taught the importance of prayer and fasting. He taught that we should not pray like hypocrites did.
- When we pray we should go into our rooms and close the door. Our Father who is in the secret place and who sees what you do in secret will reward you openly.

#### Activity 2.9

Read this story A local church elder was teaching teenagers in a church. She told them the story about Jesus' presence at a wedding at Cana in Galilee.

- Jesus is love and he is present in the family celebrations like marriage.
- Jesus obeyed his mother's prayer and changed water into wine.
- He blessed the marriage as a secret sign by which man and woman become one body as God is one.

#### Activity 2.10

In small groups, memorise five miracles that Jesus performed. Write them on clean pieces of paper. Share them with other groups for comparison.

- The feeding of the five thousand
- The healing of a man born blind

- The healing of the daughter of a Canaanite woman
- The driving out of an evil spirit
- The healing of Peter's mother-in-law
- The cure of the noble man's son
- The changing of water into wine

### **Activity 2.11**

**Use the Bible and the internet in your research. From Luke's Gospel, list down any three parables that Jesus used in his teachings**

- The parable of the sower
- The parable of a covered lamp
- The parable of the unforgiving servant
- The parable of the prodigal son

### **Activity 2.12**

**Study the above picture and briefly write the events that led to its occurrence.(Jesus on the cross between two thieves )**

The picture is about Jesus' Crucifixion. The passion and death of Jesus took place at a time famously known as the week of passion, which began with the triumphant entry into Jerusalem. Grief and anguish came over him but he continued to pray. After Judas had kissed Jesus, the crowd armed with swords came and arrested Jesus. Jesus was tried before Pilate as the crowd chanted, 'Crucify him! Crucify him!' So Pilate sentenced him as the crowd had requested. Barabbas who was in

prison was set free as Jesus was sentenced to death. Death From the sixth hour until the ninth hour it was dark. Jesus cried out, 'Father into your hands I place my spirit'.

### **2.3.11 Further activities**

Assign learners group work to find out more on rights of citizens and give their report in class

**2.4.1 Introduction**

Christianity is one of the major world religions. The teachings of Christianity impart certain values that can help people live together in peace. It has followers worldwide. It was started by the followers of Jesus Christ and was built on his teachings. His teachings emphasised on values such as peace, love and forgiveness.

**2.4.2 Specific objectives**

By the end of this section, the learner should be able to outline the main facts showing the importance of being a Christian and the importance of Christianity in society. Justify the importance of Christianity and appreciate its importance in society.

**2.4.3 Preparation for the lesson**

- Christianity helps people to have a deeper understanding of God.
- Christian attributes such as kindness enables Christians to help the needy and the poor.
- It helps the society to learn reconciliation forgiveness and to avoid revenge. It is this attribute that helped the people of Rwanda to move on after the 1994 Genocide against the Tutsis.
- Christianity helps Christians to appreciate the purpose of marriage, family and dangers of divorce.
- Christianity emphasises good life styles such as simplicity, loyalty, meekness, impartiality and respect. These attributes help people to live in peace and harmony.
- Christianity teaches about unconditional love. This helps promote peace and justice in the society.

**2.4.4 Suggested teaching/learning materials**

The Holy Bible, Student's Book, chalks and chalk board

**2.4.5 Interactive learning**

Ensure all learners are engaged in group discussions. Encourage learners to ask questions on the issues raised through discussions. Let the learners be in groups according to their different abilities. During class presentations, all learners should give their contributions. Guide them in discussing Activity 2.16, the story of Uwamahoro and mugisha to bring the duties of christian parents

**2.4.6 Classroom arrangement**

Teacher should ensure that learners are safe if they are with people with special needs , ensure they maintain good relationship with others)

**2.4.7 Suggested teaching/learning activities**

Learners can be guided to form small groups to discuss the importance of Christianity to the individual behaviour and to the society in general. The answers should be shared in class. Ensure learners with special needs such as slow learners are assigned simpler tasks that they can discuss.

**2.4.8 Suggested teaching/learning methods**

- Discovery
- Discussion
- Brainstorming
- Class presentations

### 2.4.9 Cross-cutting issues

Peace and Values Education: The teacher emphasizes that a Christian is light and salt to the world. This means living and inspiring others to live in peace. Students should understand the importance of being role model wherever they are so that they take a good lead in good actions and behavior

### 2.4.10 Answers to the activities (2.13;2.14;2.15;2.16)

#### Activity 2.13

Discuss the importance of living a Christian life, both as an individual and as a member of the society.

- A Christian is a citizen of the Kingdom of God. He or she is also a citizen to the country to which he or she belongs. The christian life shapes an individual with moral virtues and behave well in front of God and his neighbour. A Christian's duties to God include serving other human beings because that is God's will.

#### Activity 2.14

Read through the first set of duties of a Christian.

Mention three that apply in both cases as duties to God and to a country.

- To preach the Gospel of Jesus Christ and win more souls for God's Kingdom.

- To pay tithe and help in the building of the church
- Christians are duty bound to protect and preserve the environment

#### Activity 2.15

Did you know that Christians have rights in our country? Discuss any three rights Christians have.

- Right to freedom of conscience and thinking.
- Right to work with the government.
- Right to participate in elections, choose leaders or present themselves to be elected.

#### Activity 2.16

Explain how Mugisha's life was influenced by his family background.

- Mugisha was brought up in a family where members did not go to church. They used to rest at home while drinking wine and beer. Mugisha was very obedient to his parents and the village members. Later, they became independent from their parents.

### 2.4.11 Further activities

Give learners homework to find out from a pastor or church leader more about the importance of Christianity. Emphasise key skills, values and attitudes to be attained at the end of the lesson.

## 2.4.11 Answers to Unit Assessment

1. Angel Gabriel
2.
  - i.) The poor in spirit
  - ii.) The mourners
  - iii.) Those who are hungry and thirst for righteousness
  - iv.) Those who are merciful
  - v.) Those who are pure in heart
  - vi.) The peacemakers
3.
  - a) The parable of the sower. It is about a man who scattered seeds that fell on different grounds. The seed represent the word of God. The different grounds represent the different people who receive the word. We should obey the word of God and put it into practice (Luke 8:5-15).

We should prepare people well as we preach the Gospel and take care of all groups.
  - b) The parable of the prodigal son. It is about a man had two sons. The young one asked for the share of his property and he was given. He sold his share and wasted it in a far country. After realising his mistakes, he asked for forgiveness. His father forgave and accepted him back home (Luke 15: 1).

We should be ready to ask for forgiveness when we find ourselves in mistakes.
4.
  - i.) God requires Christians to appreciate His greatness and sovereignty as their creator.
  - ii.) A Christian is required to have courage, energy and reverence. He is required to have self-determination in whatever he does.
  - iii.) Should help the needy and have pity for the unfortunate.
  - iv.) Should participate in Christian activities and celebrate important Christian days like Christmas and Easter.
  - v.) Good citizens respect the rulers and pay taxes. A good Christian should respect those in authority both in church and in government. It is important to note that all authority come from God.
  - vi.) A Christian should protect and preserve the environment. For example, the creatures of God.
  - vii.) A good Christian should respect all people irrespective of gender, age and occupation. We should bear in mind that all people are made in the image of God.
  - viii.) A Christian is demanded to praise, worship, pray and give thanksgiving. To Christians, a prayer is a communication to God while thanksgiving is an appreciation of what God does for them.

- ix.) Hospitality: A Christian should entertain those who really need our care and the benefit of our society and our homes.
- 5 i.) Christianity helps people to have deeper relationship with God as well as living a just and moral life.
- ii.) Christianity has many teachings about fellowship and how to live a good life. It therefore leads believers on how they go about their daily lives. It also helps them on how they treat their neighbours.
- iii.) Christian attributes such as kindness, generosity and self-sacrifice help the needy and the disadvantaged in society.
- iv.) It helps the society to learn reconciliation and forgiveness and avoiding revenge. This helped Rwandese to promote unity and reconciliation after 1994 Genocide against the Tutsis.
- v.) Christianity helps people to live in peace and harmony. It has promoted the unity of the communities of our country.

# Unit 3

## Peace in the society

Number of lessons (10)

*Refer to Learner's Book Pages 42-62*

### Introduction

This unit on 'peace in the society' should be approached from two perspectives, that is, peace within one self and peace in individual relationships. Society starts from the family. When there is peace at family level, it will influence peace in the society at large.

This unit will deal with the following sections:

- i) Peace and its principles (tolerance, unity, reconciliation, solidarity, respect for human rights and dignity, justice)
- ii) Causes of conflicts in the society
- iii) Biblical teachings on peace and conflicts
- iv) Conflict resolution and peace building

### Key unit competence

By the end of ten (10) lessons, the learner should be able to participate in the activities of peace building and conflict resolution.

### Knowledge, skills, attitudes and values to be developed

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes.

General competencies include communication, critical thinking and problem solving.

## The specific objectives.

Knowledge	Skills	Attitudes and values
Recall the Biblical meaning of peace and its fundamental principles.	Describe fundamental principles of peace.	Appreciate the importance of peace building principles.
Highlight the causes and consequences of conflicts in the society.	Analyse different causes and consequences of conflicts in society.	Respect for human dignity.
Know about the Biblical teachings about peace and conflicts.	Identify from the Bible different teachings about peace and conflicts.	Show concern for peace building in society.
Outline different means of conflict resolution and peace building.	Assess different means of conflict resolution and peace building.	Actively participate in preventing and solving conflicts.

### Additional information for the teacher

Peace is a state of tranquility quietness and harmony. It refers to the absence of violence in society. It is also a state of being free from oppression, unpleasant thoughts and emotions. It is a state of contentment. The Biblical understanding of peace is wholeness or completeness and unity.

Peace refers to a state where separated parties enjoy restored relationships. There are three types of peace. These are Inner peace, outer peace and world peace. General competencies to be studied include communication, problem solving and cooperation.

### Cross-cutting issues

Cross cutting issues to be studied include peace and values education. This section encourages peaceful coexistence in the society. In Activity 3.1, the story of our village is about gender inclusivity. There is also Genocide studies in Activity 3.2, it shows how the study of Genocide should help us build peace in Rwanda.

### Links to other subjects

This unit can be linked to history and citizenship (conflict resolution).

### Assessment criteria

The learner will be able to participate in the activities of peace building and conflict resolution.

**3.1.1 Introduction**

This section requires you to clearly define peace and its principles you will need to refer to an English dictionary for definitions. There are two key aspects of peace - the inner and external peace. These are covered in the three types of peace which have been identified.

**3.1.2 Specific objectives**

By the end of this section, the learner should be able to:

- Recall the Biblical meaning of peace and its fundamentals.
- Describe fundamental principles of peace
- Appreciate the importance of peace building principles.

**3.1.3 Preparation for the lesson**

You are required to refer to an English dictionary and get the meaning of peace and each of its principles. Decide how best to deliver the lesson because 'peace' is an abstract concept. You should prepare examples to bring the section down (simplify) to the learners' level. Read the Bible to get other examples.

**3.1.4 Suggested teaching/learning materials**

Student's Book, text books on peace and conflicts, the Bible, newspaper cuttings with articles on peace and any other relevant material.

**3.1.5 Interactive learning**

Guide learners to brain storm meanings of peace and its fundamental principles. Assign small groups to discuss each concept and give examples in real life situations. Let them present their findings. Clarify any issues where necessary. Guide learners in Activity 3.1.

**3.1.6 Classroom arrangement**

Teacher should encourage the mutual love between learners and promote Christian values like solidarity, hospitality ...

**3.1.7 Suggested teaching/learning activities**

Let learners tell stories and listen to real life stories about peace building in different societies. Let them check for some examples from newspaper cuttings. They should be allowed to discuss and share their experiences.

**3.1.8 Suggested teaching/learning methods**

- a) Brainstorming
- b) Discussion
- c) Guided questions
- d) Dramatisation

**3.1.9 Cross-cutting issues**

Peace and values education: The teacher emphasizes the need for peace for humanity in general. Rwanda needs peace and peace leads to development. We cannot say that we have peace when we do not know how peace is enhance and its principles in the society.

### **3.1.10 Answers to the activities (3.1 and 3.2)**

#### **Activity 3.1**

What lessons can you learn from the family of Mr Thomas in the story of our village?

#### **Answer**

The lesson that we can learn from that family is to help anyone who is in need because his or her problems' consequences can affect directly or indirectly my life.

#### **Activity 3.2**

In groups of five, discuss the following questions:

1. What lessons can you learn from the 1994 Genocide against the Tutsis?
2. Identify the measures that the government put in place to prevent such an incident from occurring again.

#### **Answers**

1. Under Genocide we learn about history, prevention, transitional justice, good governance and development, the value of life to respect the others' rights, this enables us to prevent conflicts and prepare future generations to cope with challenges.
2. The Government has put in place the following entities: CNLG (Commission Nationale de Lutte contre le Génocide), National Unity and Reconciliation Commission (NURC), Ministry in charge of Security, Itorero ry'Igihugu, etc

Kwibuka means 'to remember' and describes the annual commemoration of the 1994 genocide against the Tutsi in Rwanda. Here you can learn about the remembrance of horrible events that take place over the 100 days of mourning from 7th April to July 1994.

Unity and Reconciliation: Here you will find information about the policies and programs initiated by the Government of Rwanda to foster unity and reconciliation in the country, post-genocide.

Young people and Peace Building: find out more about the youth led organizations in Rwanda and around the world, inspiring and empowering young people to be leaders in the fight against genocide.

Trauma and Healing: learn about the initiatives and organizations supporting survivors of the genocide to deal with grief, trauma, post-traumatic stress disorder and other challenges.

Gacaca: Gacaca is a traditional community court system that aims at restoring the social fabric of society. It provides a means for survivors to learn the truth about the death of their relatives and or perpetrators to confess their crimes and seek forgiveness.

Ndi Umunyarwanda: Ndi Umunyarwanda, means 'I am Rwandan', is a program initiated to build a national identity based on trust and dignity. It aims to strengthen unity and reconciliation among Rwandans by providing a forum for people to talk

about the causes and consequences of the genocide as well as what it means to be Rwandan.

### **3.1.11 Further activities**

You may show movies to students and ask them to make a summary of what they have watched.

**3.2.1 Introduction**

A conflict is a clash or disagreement between two opposing groups or individuals. There are many causes of conflicts. Some of the causes are:

- Poverty
- Witchcraft
- Pride and prejudice
- Competition for resources
- Ethnic differences
- Discrimination
- Gender differences
- Greed
- Lack of respects
- Immorality

**3.2.2 Specific objectives**

By the end of this section, the learner should be able to analyse the causes of conflicts in society.

**3.2.3 Preparation for the lesson**

Prepare case studies, newspaper cuttings and real life experiences of conflicts to highlight causes. Get some examples from the Bible such as stories of Cain and Abel, Jacob and Esau and Prophet Jeremiah.

**3.2.4 Suggested teaching/learning materials**

Student's Book, newspaper cuttings, stories, case studies, English dictionary, wall chart, movies and any other relevant material.

**3.2.5 Interactive learning**

Learners should be divided into small

groups and each assigned to a cause or conflict or two to discuss. They should be allowed to give own life experiences freely. Be sensitive not to force a learner to give experiences if they are uncomfortable such as family conflicts.

**3.2.6 Classroom arrangement**

Let the learners not be carried by emotions.

**3.2.7 Suggested teaching/learning activities**

Learns brainstorm and discuss causes of conflicts in family, at school in government and society at large. They can outline the causes on chalkboard or wall chart. They can watch movies showing conflicts and highlight their causes.

Guide learners in Activity 3.5 and Activity 3.6, the case study of Gahigi and Uwase. Let them also answer questions in Activity 3.9, 3.10 and 3.11.

Let the learners analyse different case studies about causes of social conflicts

**3.2.8 Suggested teaching/learning methods**

- a) Discovery
- b) Discussion
- c) Drama
- d) Brainstorming

**Improvisation****3.2.9 Cross-cutting issues**

Peace and value education: The teacher will help students to understand well the nature of conflicts in the society and then help them to think on pro active actions

they can take to restore and enhance peace where conflicts arise.

### **3.2.10 Answers to the activities (3.3 ;3.4 and 3.5 )**

#### **Activity 3.3**

Identify women who have participated in enhancing and maintaining peace in the World, especially in our Rwandan society

#### **ANSWERS**

These women include Ellen Johnson Sirleaf of Liberia and Michele Bachelet of Chile. There is also Catherine Samba-Panza of the Central African Republic and Mother Teresa of India. These women have used their prowess (gender) to harness the power of material symbolism. This is in the hope that a woman could best use words to bring peace in their societies affected by war and dictatorship. In Rwanda, former Prime Minister Agathe Uwilingiyimana played a big role in negotiating for peace.

#### **Activity 3.4**

Identify any organization involved in peace building in our country. What impact has it created in our country?

#### **Answers**

The organization involved in peace building in our country is NEVER AGAIN Rwanda. Organizations started to enhance peace building in Rwanda. This is a peace building organization that promotes mutual understanding and respect. It also promotes the use of non-violent conflict resolution processes among citizens. This brings order to build a long-lasting peace. It shows how we can effectively

prevent Genocide and work towards a sustainable peace. NEVER AGAIN Rwanda, provides space for youth from different backgrounds.

#### **Activity 3.5**

**In groups of five discuss the following questions. Thereafter, appoint one of the**

group members to write down your findings. After the discussion let one of the group members present their findings to the whole class.

1. Why do parents argue?
2. Identify the reasons why children hate their parents sometimes.
3. Suggest ways of uniting children whose parents and guardians are unable to handle.
4. How does one feel after being reconciled with the other person or party?

#### **Answers**

1. The parents argue because of misunderstanding and some causes which raise tensions. Here are some causes of arguing between parents: poverty, unfaithfulness, religious differences, drug abuse, alcoholism, infertility of one of the partners, lack of discipline and respect among children, influence by the extended family members or in-laws, witchcraft, hatred, traditional cultural beliefs and customs, etc
2. Children hate their parents because of the lack of care from their parents; the parents mistreat their children...

3. Conducting a dialogue in order to discuss about the causes of conflict, understanding the one's arguments or ideas, arriving on win-win situation,...
4. After being reconciled with the other person or party we feel better your heart is happy and it eases the mind.

### **3.2.11 Further activities**

Assign learners to find out other causes of conflicts apart from those they have learnt.

Make role plays about causes of conflicts in the society.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

**3.3.1 Introduction**

When there are conflicts in society they need to be solved in quickly. When we fail to solve a conflict early it brings out bad effects. These include:

- Under development
- Poverty
- War
- Increased crime
- Death
- Disease
- Famine and hunger

**3.3.2 Specific objectives**

By the end of the section, the learner should be able to analyse the impact of conflicts in society.

**3.3.3 Preparation for the lesson**

Link up this section with the previous one. Ensure you incorporate peace education issues as well as genocide studies on consequences of conflicts. The teacher should have a wide knowledge about conflicts and peace in society. You should collect examples of consequences of conflicts in society from real life stories or experiences in families, school, government and society as a whole.

**3.3.4 Suggested teaching/learning materials**

Student's Book, the Bible, case studies and any other material

**3.3.5 Interactive learning**

Learners brain storm on consequences of conflicts. They can be guided to highlight examples from the 1994 Genocide against the Tutsis. Guide them in discussing consequences with a view to promoting peace in society.

**3.3.6 Classroom arrangement**

Ensure learners are safe as they act out on conflicts and their consequences. They should not become emotional.

**3.3.7 Suggested teaching/learning activities**

Investigate and debate the causes and consequences of conflicts and suggest means to prevent them.

**3.3.8 Suggested teaching/learning methods**

- a) Discovery
- b) Discussion
- c) Role playing
- d) Brainstorming

**3.3.9 Cross-cutting issues**

Peace and value education: The teacher will help students to understand well the nature of conflicts in the society and then help them to think on proactive actions they can take to restore and enhance peace where conflicts arise, guided by the Gospel and Christian values and principles.

### **3.3.10 Answers to the activities (3.6;3.7 and 3.8)**

#### **Activity 3.6**

1. State the causes of conflict between Gahigi and Uwase.
2. Discuss why you think Uwase should get a share in her father's property.

#### **Answers**

1. The causes of conflict are based on the property as the children who shared the same parent.
2. The constitution promotes equality for all. All children have the equal chance on the property of their parents.

#### **Activity 3.7**

**Discuss the causes of conflict in your class.**

#### **Answers**

1. Teasing and bullying of weak or new students, selfishness and failure to share the available resources equally,
2. Hatred between students and their colleagues and sometimes teachers,
3. Theft, that is, there are some students who have a tendency to steal from others.
4. Gender differences. Some students and teachers think that one gender group is better than the other.
5. Discrimination. Here you find that certain groups or individuals think they are better than others.
6. Corporal punishment. Some students may be punished beyond the required standard for the mistake committed.

7. Alcohol, drug and substance abuse by students. Students may get access to alcohol and drugs which may affect their way of thinking.

8. Rebellion by some students who may not want to obey school rules or their teachers.

9. Etc.

#### **Activity 3.8**

**Form two groups and dramatise causes of conflict in governments.**

#### **Answers**

**The learners dramatize these causes of conflict in the governments**

- Greed for power;
- Lack of respect to citizens;
- Pride and prejudice;
- Discrimination;
- Poor remuneration of workers and poor working conditions;
- Delayed payments and favoritism;
- Governance which is oppressive and autocratic;
- Political differences, etc

#### **3.3.11 Further activities**

Learners to research more on consequences of conflicts.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

**3.4.1 Introduction**

According to the Bible peace is a free gift from God.

God is the only source of peace, there is no other source.

The disobedience of man brought conflict between man and God and between man and fellow man. Jesus came so that man would have everlasting peace.

Introduce the section by asking the learners to identify examples of conflicts in the Bible. Let the learners do Activity 3.13. God is the source of peace.

**3.4.2 Specific objectives**

By the end of the section, the learner should be able cite cases of conflicts in the Bible. Identify from the Bible different teachings about peace and conflicts and show respect for human dignity.

**3.4.3 Preparation for the lesson**

Read the Bible to research and gather information on cases or examples of conflicts. Highlight the biblical teachings on peace and conflicts.

**3.4.4 Suggested teaching/learning materials**

The Bible, Student's Book and any other relevant material.

**3.4.5 Interactive learning**

Let learners recite Activity 3.12. Guide them to refer and read Bible passages on conflicts and discuss them in small groups.

You can assign for example, Genesis stories of Cain and Abel, Jacob and Esau, Moses and the Israelites in the wilderness, Prophet Jeremiah's story, Jesus and the Jewish religious leaders.

Highlight biblical teaching at the end of group presentations.

**3.4.6 Classroom arrangement**

The approaches to be used are those who facilitate all learners without any discrimination so they will work in the good working conditions.

**3.4.7 Teaching activities**

Analyse different cases of conflicts in the Bible and the teachings of the Bible on peace and conflicts. Learners can be guided to debate on some cases.

**3.4.8 Suggested teaching/learning methods**

- (a) Discovery
- (b) Discussion
- (c) Drama

**3.4.9 Cross-cutting issues**

Peace and value education: The teacher will help students to understand well the nature of conflicts in the society and then help them to think on proactive actions they can take to restore and enhance peace where conflicts arise, guided by the Gospel and Christian values and principles. Again, students are encouraging to be role models in conflict managements at school, home and society in general. The positive

attitudes and values are key to avoid conflict and solving conflict in peaceful way. Values such as tolerance, forgiveness, compassion should be emphasized.

### **3.4.10 Answers to the activities( 3.9;3.10 and 3.11 )**

#### **Activity 3.9**

There was once an organised sports competition between two groups. When they were about to enter the field, an argument arose. This was because of the scarcity of the available resources. One group was to be given sports shoes and the other one to wear vests. The ones with vests were not to wear sports shoes.

Supposing that you were the referee, what criteria would you have used to determine the group to be given sports shoes or vests?

#### **Answers**

The criterion to be followed to determine the group to be given sports shoes or vests is the use of coin: one side for one group, another other side. This way must be agreed by the two groups.

#### **Activity 3.10**

**List four examples of natural resources that cause conflicts in society.**

#### **Answers**

Conflicts based on these natural resources: Forest, water, oil, lands etc

#### **Activity 3:11**

Draw a picture showing the consequences of conflicts in our society

#### **Answers**

The learners draw a picture showing the consequences of conflicts, the teacher will carefully analyze the picture of all students and appreciate the elements in the picture more especially the creativity and explanation of the learners accompanying their drawings.

#### **3.4.11 Further activities**

Learners to research more examples of conflicts in the Bible and how they were resolved.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

**3.5.1 Introduction**

Conflict resolution is away that two or more parties use to find a peaceful solution to a disagreement among them.

The conflicts may be personal, financial, political or emotional. Conflicts can be resolved in the various ways.

- First understand the conflict.
- Communicate with the opposition.
- Brainstorm for possible solutions.
- Choose the best resolution.
- Use a third party if necessary.
- Explore alternative means.
- Other means of conflict resolution include local courts, family, or courts of laws, if you are Christian use church leaders.

**3.5.2 Specific objectives**

By the end of the section, the learner should be able to:

- Outline different means of conflict resolution and peace building.
- Analyse different means of conflict resolution and peace building.
- Actively prevent and resolve conflicts.

**3.5.3 Preparation for the lesson**

You should understand and explain to learners the following steps of conflict resolution. Prepare to discuss with learners Activity 3.13 on the story of Mugwaneza and Gasimba.

**3.5.4 Suggested teaching/learning materials**

The Bible, Student's book, newspaper

cuttings, movies/films on conflict resolution.

**3.5.5 Interactive learning**

Guide learners in small group discussions of conflicts and conflict resolution. You can use examples from the Bible ask them to suggest how they would resolve the conflicts identified. Other examples from case studies and real life experiences can be discussed too. Let them write down the outline of conflict resolution steps.

**3.5.6 Classroom arrangement**

Ensure the safety of learners where necessary.

**Improvisation****3.5.7 Suggested teaching/learning activities**

Analyse different case studies about causes of social conflicts and how to solve them. Refer to the section on interactive learning for other details. You can guide learners in discussing Activity 3.14.

**3.5.8 Suggested teaching/learning methods**

- a) Discovery
- b) Discussion
- c) Dramatisation

**3.5.9 Cross-cutting issues**

Peace and value education: The teacher will help students to understand well the nature of conflicts in the society and then help them to think on proactive actions they can take to restore and enhance

peace where conflicts arise, guided by the Gospel and Christian values and principles. Again, students are encouraging to be role models in conflict managements at school, home and society in general. The positive attitudes and values are key to avoid conflict and solving conflict in peaceful way. Values such as tolerance, forgiveness, compassion, Non-violence active and love should be emphasized conflict resolution and peace building.

### **3.5.10 Answers to the activities ( 3.12;3.13 and 3.14 )**

#### **Activity 3:12**

In groups of five, visit the library and read about peace from the reference books. Thereafter, brainstorm on the main points. Write down your points and present them to the whole class. You can also refer to John 14:27.

#### **Answers**

Peace refers to restored relationships, where conflicts are resolved and people go about their daily affairs freely without disturbances. Peace does not merely mean absence of war.

He was a peaceful Messiah. He entered Jerusalem riding on a donkey which was a symbol of peace. Christians should always be happy since Christ has overcome the world. The peace that Jesus gives Christians is different from the one the world gives. As he was about to ascend to heaven he said 'I leave you peace not as the world gives'. Let not your heart be troubled neither let it be afraid.

#### **Activity3.13**

1. From the above story did you know that it was good to be honest? Explain
2. Identify the evidence that the two classmates in conflict were eventually reconciled.

#### **Answers**

1. According to the story it was good to be honest. In conflict resolution the best solution is to find the solution that is best for both of you. The mediator must be honest in order to help the fighters to end their conflict by using the win-win solution.
2. Gasimba agreed to buy five pens for her as they shook hands.

#### **Activity 3.14**

1. What lesson can you learn from the story?
2. If you were asked to respond to Theodate, what would you tell him?
3. What advice can you give to the children who survived?

#### **Answers**

1. The lesson is to ask forgiveness and confess myself if I committed a sin.
2. I would tell her that to confess is better and ask forgiveness and to inform all the truth. To ask her to contribute to the national unity and reconciliation.
3. Learn about history, prevention, transitional justice, good governance and development

### **3.5.11 Further activities**

Guide them to compose poems, songs on conflicts and conflict resolution.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

## 3.5.12 Answers to Unit Assessment

1. Peace can be defined as a pleasant relationship within oneself, with others or in the world as a whole.
  2. Gacaca court is a system of community justice inspired by the Rwandan tradition. Gacaca can be loosely translated to “justice in the grass”. It has particularly helped solve the cases of the 1994 Genocide against the Tutsis.
  3. **Causes of conflicts in society**
    - i.) Poverty is a major cause of conflicts in many societies.
    - ii.) Greed many people greedy and are never satisfied with little or much they have. They will look for more to the extent of taking other people’s lives.
    - iii.) Witchcraft in many societies is considered as a solution to problems as a result it may lead to death and permanent rifts between members of the family and society in general.
    - iv.) Competition for resources especially in families where family heads have been killed by their own children or siblings fight each other.
- iv) Increase in possibilities violence.
- v) Under development especially in countries that have had long spells of war there is less or little development.
- vi) Diseases and catastrophes due to poor systems of medical care due to wars
- vii) Poverty in many homes that have their less time dedicated to work and the little money available is subjected to unproductive activities.
- viii) Hunger and famine.
- ix) Divorce, separation and family breakdown.
- x) School drop outs and associated evils like early marriages.

### Ways of resolving conflicts as a Christian

- i.) Firstly understand the conflict you cannot solve a conflict unless you know the origin and cause of the conflict. Understand your interests what you want, what you need, your concerns, hopes and fears. And also prepare for possible outcomes.
  - ii.) Communicate with the opposition it’s important to communicate with the opposing parties to know their interests and feats.
  - iii.) Brainstorm for possible solutions, think carefully how you will set up a meeting. Look for win–win solutions or compromises.
  - iv.) Choose the best resolution; listen to all alternatives resolution choose the best.
- Effects of conflicts in the society**
- i) Increase in stress among people and its subsequent repercussions.
  - ii) Decrease in production.
  - iii) Degradation in relationships and worsening cooperation.

- v.) Use a third party or mediator; look for a person who is neutral who is not in your group to mediate. This may be a lawyer a relative or a church leader.
  - vi.) Explore alternatives; think of alternatives before you meet your opponent, think which alternative is realistic and practical.
  - vii.) Cope with stressful situations and pressure tactics; learn how to cope in case the opponent is stubborn or does not cooperate.
  - viii.) The Christian way of solving conflicts involves prayer. Our Lord's Prayer is a good example because it demands us to forgive those who trespass against us.
  - ix.) If Christian has a conflict with fellow Christian he should follow the following steps to resolve it.
- of conflicts in Africa.
  - ii.) Lack of respect especially by leaders to those they lead.
  - iii.) Pride and prejudice some people have pride in their tribes and do not respect the members of other tribes.
  - iv.) Gender differences and failure to recognise the role of women in society.
  - v.) Discrimination based on race, religion and ethnicity also brings clashes between people.
  - vi.) In places of work it is caused by poor remuneration of workers, poor conditions of work and delayed payments and favoritisms.
  - vii.) Bad governance which is oppressive autocratic Clash of beliefs religious or political views and denies people opportunities to express themselves also cause conflicts.

### **Causes of conflict in governments**

- i.) Greed for power and desire to over stay in power, this is a common cause

# Unit 4

## Repentance and baptism

Number of lessons (7)

### Introduction

The topic for this unit is repentance and baptism. These are two of the major sacraments in Christian churches. The unit covers the following sections.

- Meaning of Baptism
- Types of Baptism
- Importance of Baptism
- Prerequisite for Baptism
- The consequence of sin
- Meaning and importance of repentance

### Key unit competence

By the end of seven (7) lessons, the learner should be able to explain the importance of repentance and baptism in spiritual growth.

### Knowledge, skills, attitudes and values to be developed

As you teach this unit, you should ensure that learners acquire the following knowledge, skills, values and attitudes:

The specific objectives.

Knowledge	Skills	Attitudes and values.
Identify the relationship between sacraments of baptism and repentance in Christian life.	Explain sacraments of repentance and baptism.	Appreciate the role of sacraments of repentance and baptism in Christian life.
State different steps in the celebrations of the sacraments of repentance and baptism.	Describe the celebration of sacrament of repentance and baptism.	Celebrate freely and consciously the rite of baptism.

## **Additional information for the teacher**

The Christian church is built on a body of beliefs that are accepted by many Christians. These are:

- Baptism
- Confirmation
- Holy Eucharist
- Penance
- Holy matrimony
- Extreme on action and
- Holy orders

The way some of these sacraments are celebrated may vary from one church to another. Even the words used for them may be different for some churches.

The teacher should be sensitive to the variations bearing in mind the different religious backgrounds of learners.

Encourage learners to respect diversity while acknowledging unity of all believers in Christ.

### ***Teaching and learning materials***

You will need a variety of materials to use as you will be teaching this unit. Some of these materials will include the learner's book, the Bible and samples of sacraments.

### ***Teaching and learning methods***

- a) Debating
- b) Brainstorming
- c) Group discussions
- d) Role plays
- e) Dramatisation
- f) Guided discovery
- g) Class discussions
- h) Resource persons' presentations
- i) Question and answer

Ensure that you have a sign language interpreter for those with hearing impairment and Braille equipment for the visually challenged learners.

### ***Cross-cutting issues***

You should incorporate peace and values, education and issues of financial discipline in this unit.

### ***Links to other subjects***

This unit can be linked to topics in Social Studies.

### ***Assessment criteria***

A learner will be able to explain the importance of repentance and baptism in spiritual growth.

General competence covered include, communication, problem solving, critical thinking, and lifelong skills.

### 4.1.1 Introduction

This section requires learners to understand key concepts which include sacrament, baptism, rebirth and purification. Baptism marks entry into the community of believers in the Christian church. Learners need to be given a brief background of the sacrament from the Bible to enable them understand the practices in the church today.

### 4.1.2 Specific objectives

By the end of the section, the learner should be able to:

- Explain the meaning of baptism.
- Analyse the importance of baptism.
- Appreciate the role of baptism in Christian life.

### 4.1.3 Preparation for the lesson

Read stories in the Gospels about baptism by John the Baptist, and Jesus' command to his disciples to go and preach the gospel, while baptising people in the name of the Father, the Son and the Holy Spirit. Explain the meaning of baptism and the types.

There are two types of baptism:

- Immersion in water*
- Pouring water*

Importance of baptism can be outlined as follows:

- Baptism is a condition for entering the

Kingdom of God.

- It is a beginning of union with Christ.
- Considered to play some role as circumcision in the Old Testament.
- Acts as a symbol of eternity.
- External sign to show one has accepted to change his or her heart.
- It reflects the reality of Trinity.
- A way of sharing in the Kingdom of God.
- Helps to erase original sin or inherited sin from Adam and Eve.
- Makes us to accept the suffering of Jesus.
- One way of demonstrating submission to Jesus' command by his disciples.
- It is a way of fulfilling Christian doctrines and teachings.
- It opens a believers' heart to be controlled by the Holy Spirit.

### 4.1.4 Suggested teaching/learning materials

The Bible, Student's Book, written short answer questions.

### 4.1.5 Interactive learning

Involve learners in group discussion based on Activity 4.2 and the short answer questions you have prepared. The questions can be on pieces of paper distributed to each group. Learners to present their findings and ask questions.

#### **4.1.6 Classroom arrangement**

During demonstrations on different types of Baptism, take care of some materials that may be affected by water.

#### **4.1.7 Suggested teaching/learning activities**

Based on a passage in the scriptures and on their experience, learners in small groups discuss types or practices of baptism. Guide learners in dramatising baptism in their own churches, Activity 4.1

#### **4.1.8 Suggested teaching/learning methods**

- a) Discovery
- b) Debate
- c) Brainstorming

#### **4.1.9 Cross-cutting issues**

Standardization culture: The teacher emphasizes that the true Christian is the one who confesses his or her sins. Sin makes us lose Christian standards since in our Baptism we are Christlike. The students are encouraged to keep high standards of values and confess their sins to restore their relationship with God and neighbors.

#### **4.1.10 Answers to the activities (4.1)**

##### **Activity 4.1**

Dramatize how baptism is done in your local church.

##### **Answer**

The teacher will analyze the elements of the baptisms in each church and help the learners to establish the common elements between many churches. The important is to come to the understanding of rituals and their meaning in spiritual manner.

#### **4.1.11 Further activities**

Learners to find out more examples of practices of baptism in different churches.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

**4.2.1 Introduction**

Link up this section with the previous one on importance and types of baptism. Highlight the requirements for learners to notes in their books.

**4.2.1 Specific objectives**

By the end of the section, the learners should be able to:

- State different requirements in the celebration of baptism.
- Analyse the consequences of sin.
- Celebrate freely and consciously the sacrament of baptism.

**4.2.3 Preparation for the lesson**

Research on requirements for baptism in different churches. Encourage learners to find out more about baptism in their own churches. The following are the basic requirements for baptism:

One must have faith.

Must repent his or her sins.

Confession of sins.

One must have received instructions on the nature of Christ.

Read Genesis 2 and 3 and outline the consequences of sin.

Sin is a violation of God's or religious laws like commandments. It is caused by human weakness and failure to understand God.

Consequences of sin include:

- Sin results into death.
- It affects the relationship of human beings and God.
- It breeds suffering.
- Human beings lose trust before God.
- It leads to selfishness.
- It deprives human beings of joy, happiness and peace.
- It leads to jealousy.
- It results into guilt conscience.
- It makes people defenceless and helpless.

**4.2.4 Suggested teaching/learning materials**

Student's Book, the Holy Bible

**4.2.5 Interactive learning**

Learners brainstorm and discuss requirements for baptism and consequences of sin. Ask learners question that will guide them in understanding this section. They can also debate on the consequences of sin.

**4.2.6 Classroom arrangement**

Ensure learners are safe.

**4.2.7 Suggested teaching/learning activities**

Learners make a play about the disobedience of the first human beings (Adam and Eve) that led to broken relationship between God and human beings.

#### **4.2.8 Suggested teaching/learning methods**

- a) Discovery
- b) Role play
- c) Discussion
- d) Debate

#### **4.2.9 Cross-cutting issues**

Peace and Values education: The teacher emphasizes that the true Christian is the one who confesses his or her sins. Sin makes us lose Christian standards since in our Baptism we are Christlike. The students are encouraged to live values of forgiveness, love and peace God and neighbors

#### **4.2.11 Further activities**

Guide learners in further discussion of consequences of sin and to role play the practice of baptism in church they know.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

### 4.3.1 Introduction

Repentance is the action of feeling or showing sorrow and regret for doing wrong.

It is a public display for doing wrong. It involves confession of sins and seeking God's forgiveness.

### 4.3.2 Specific objectives

By the end of the section, the learner should be able to:

- State the meaning of repentance
- Analyse the importance of the sacrament of repentance and its celebration
- Identify the relationship between repentance and baptism in Christian life

### 4.3.3 Preparation for the lesson

Explain the meaning of repentance and how it relates to baptism. Prepare and explain the following key points among others:

- Repentance is a public display for doing wrong.
- It is a necessary condition for salvation.
- It begins with God's calling of an individual.
- The authority to forgive sins was handed over by Jesus to his disciples.
- It marks the beginning of believing Jesus Christ.
- Eternal life in Christ begins with repentance.
- It is related to baptism because one has to repent of his or her sins first in order to be baptised and accepted as a believer in Christ.

Penitence is in a sacrament of the new law instituted by Christ. It marks a change of

heart, from committing sin to righteous living.

### 4.3.4 Suggested teaching/learning materials

Holy Bible, Student's Book, pictures/drawings of people repenting, internet.

### 4.3.5 Interactive learning

Make a group discussion and presentation about repentance. Refer learners to Activity 4.3, the story of Habimana. Learners can role play how repentance is celebrated in their church, Activity 4.4. Let them discuss as in Activity 4.5.

### 4.3.6 Classroom arrangement

Ensure learners are safe as they role play.

### 4.3.7 Suggested teaching/learning activities

Carry out a research in the library, internet about spiritual importance of repentance.

### 4.3.8 Suggested teaching/learning methods

- Discovery
- Debate
- Brainstorming
- Role play.

### 4.3.9 Cross-cutting issues

Peace and value education as the baptism makes us the members of the people of God and we live according to the Gospel following the example of Jesus our Saviour. Standardization culture when we respect totally the principles and way of life our Christianity. Doing good and avoiding evil

### **4.3.10 Answers to the activities (4.4 ;4.5 and 4.6 )**

#### **Activity 4.2**

**Discuss the effects of baptism.**

#### **Answers**

The different effects of baptism are signified by physical elements of sacramental rite. Immersion in water signifies death of sinful past and purification. It also signifies change and renewal. Therefore, the two main effects of baptism are purification and new birth in the Holy Spirit. The sacrament symbolically washes our original sin, the evil that we inherited from our ancestors. The sins that were committed before the person was baptized are washed away. From that moment of baptism, the Holy Spirit helps us to live as believers. Baptism makes the baptized to participate in the divine life of the Holy Trinity. They participate through sanctifying grace and the grace of purification. This brings one to Christ. It gives one a share in the priesthood of Christ. It also provides the basis for communion with all Christians. A baptized person belongs forever to Christ. He or she is marked with the indelible mark.

#### **Activity4.3**

- 1. What can you learn from Habimana?**
- 2. Explain your answer in 1 above.**

#### **Answers**

Habimana heard the voice of God and had chosen the good way to follow. This is a good decision, to change the bad way and follow the right one. Penance is followed by peace with a strong spiritual consolation.

#### **4.3.11 Further activities**

Encourage learners to observe in their churches how repentance is done. Ask them to answer question 3 at the need of unit exercise.

Emphasise key skills, values and attitudes to be attained at the end of the lesson. Also sensitise the learners on the cross-cutting issue(s) with the lesson.

## 4.3.12 Answers to Unit Assessment

1.
  - i) Prayer
  - ii) Fasting
2.
  - i) Repentance is a necessary condition for salvation nobody can be forgiven of sins unless he repents.
  - ii.) Repentance begins with God's calling—His opening our minds to correctly understand his word, then we must pray for his help and then begin to studying the scripture to find out what we need to change.
  - iii) We should compare our beliefs, behaviour, customs, traditions and thoughts to the holy Bible. God's word is the only trustworthy standard by which we can measure our attitudes and behaviour.
  - iv) Jesus did not come to call the righteous but sinners to repentance (Luke 5: 32).
3. Immersion in water  
This is where one is completely dipped in water. It is the most common practice in most churches especially the Catholic Church and Pentecostal.
4.
  - i) There is a prayer from a pastor or priest.
  - ii) The believers confess their sins and get counseling from church leaders.
  - iii) The priest gives a penance to a believer to perform.
5.
  - i) Therefore the two main effects of baptism are purification and new birth in the Holy Spirit.
  - ii) Through baptism with water, God accepts us as His own children. After baptism onwards we are part of the Church of Christ.
  - iii) Those who have been baptised promise to do their best to live a good Christian life.